



## Little Mountain Elementary

692 Mill Street

Little Mountain, South

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	248 Students	
<b>Principal</b>	Rudie Tarver	803-945-7721
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Below Average
2006	Good	Average
2005	Good	At-Risk
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

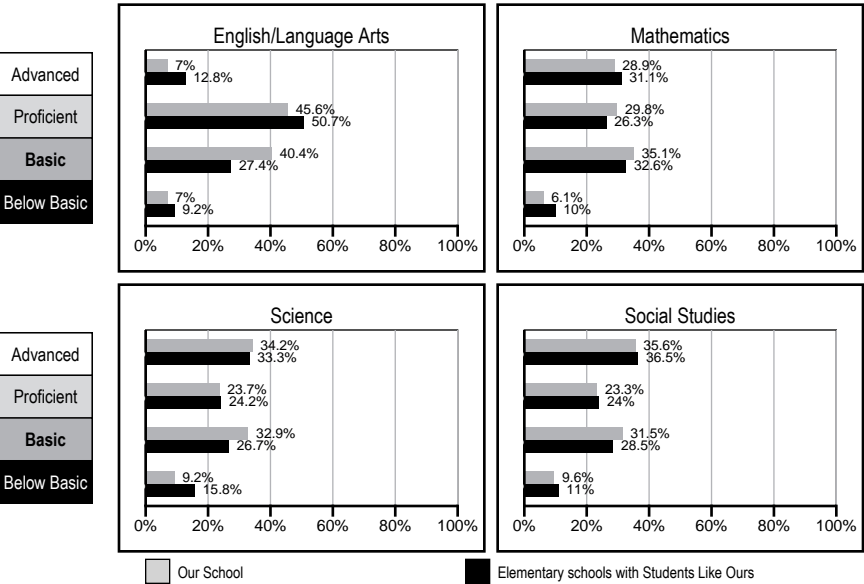
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	22	3	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=248)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	1.4%	2.3%
Attendance rate	97.4%	Up from 97.2%	96.7%	96.3%
Eligible for gifted and talented	22.3%	Up from 15.8%	24.1%	10.4%
With disabilities other than speech	4.8%	Down from 7.0%	5.2%	7.5%
Older than usual for grade	0.0%	Down from 1.4%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	Up from 68.4%	61.5%	56.7%
Continuing contract teachers	78.9%	Down from 89.5%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 90.6%	88.2%	86.4%
Teacher attendance rate	93.2%	Down from 94.8%	94.8%	94.9%
Average teacher salary	\$43,692	Up 6.1%	\$47,854	\$45,345
Professional development days/teacher	16.3 days	Down from 21.0 days	11.1 days	12.6 days
School				
Principal's years at school	21.0	Up from 20.0	6.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.3 to 1	19.9 to 1	18.5 to 1
Prime instructional time	90.3%	Up from 88.5%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,056	Up 13.4%	\$6,547	\$7,052
Percent of expenditures for instruction*	66.7%	Down from 67.7%	70.7%	69.1%
Percent of expenditures for teacher salaries*	64.4%	Down from 65.6%	65.3%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Little Mountain Elementary School is in the southeastern section of Newberry County and serves 247 students in grades K through 5. All grade levels provide students with balanced literacy instruction that includes reading, researching, and writing-across-the curriculum. Hands-on experiences from FOSS, AIMS, and GEMS enrich math and science programs. A wide variety of texts and computer programs enhance learning in all areas of the school's curriculum. Regular use of rubrics and a publishing center have helped improve students' writing. The school's leadership/data analysis team regularly analyzes test data in order to monitor students' progress and to assist teachers in designing classroom experiences that meet students' needs.

The majority of teachers have advanced degrees, while others are working toward this goal. Four teachers have National Board Certification. Our teachers participate in many professional development opportunities in a variety of areas. Among them is a yearlong book study club in which they will continue to participate over the course of the next school year. These professional reading study groups provide opportunities for teachers to generate conversations related to applying best practices across the grade levels.

Our faculty works diligently to enable our students to enjoy and appreciate the arts through field trips, assemblies, and community involvement. Students participate in many school-to-work activities. Parents and community members further educate students by sharing experiences about their jobs during our career fair. Little Mountain Elementary School, the PTO, and the community work hard to keep our students continuously learning in a safe and caring environment.

Some accomplishments are as follows:

- LME students scored 58.34% proficient/advanced on PACT ELA, and 49.6 % scored proficient/advanced on PACT Math;
- LME is accredited by Southern Associations of Colleges and Schools;
- LME is a Palmetto Silver School Award recipient;
- LME students raised over \$6,300.00 for the Leukemia Society, Relay for Life, Jump Rope for Heart, and St. Jude's Math-A-Thon;
- Mad Science after school program;
- Fourteen fourth and fifth-grade students qualified for Duke TIP program and five applied;
- LME teachers received funded grants for classroom supplies and equipment; and
- LME utilizes a comprehensive developmental guidance and counseling program that promotes and enhances the total learning process.

Rudie Tarver, Principal  
Ron Abrams, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	46	39
Percent satisfied with learning environment	87.0%	100.0%	100.0%
Percent satisfied with social and physical environment	91.3%	97.8%	97.3%
Percent satisfied with school-home relations	100.0%	97.8%	92.1%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	120	100	7	40.4	45.6	7	71.9	38.5	48.2	Yes	Yes
Gender											
Male	62	100	6.8	45.8	44.1	3.4	62.7	30.2	41.7	N/A	N/A
Female	58	100	7.3	34.5	47.3	10.9	81.8	47.6	55	N/A	N/A
Racial/Ethnic Group											
White	98	100	3.2	36.8	51.6	8.4	80	53.3	60	Yes	Yes
African American	20	100	27.8	61.1	11.1	0	27.8	21.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	32	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	10.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.9	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	28.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	30	100	19.2	61.5	19.2	0	46.2	24.8	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	120	100	6.1	35.1	29.8	28.9	68.4	39.1	45.8	Yes	Yes
Gender											
Male	62	100	5.1	30.5	39	25.4	66.1	37.5	45.6	N/A	N/A
Female	58	100	7.3	40	20	32.7	70.9	40.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	98	100	3.2	30.5	33.7	32.6	76.8	55	59	Yes	Yes
African American	20	100	22.2	55.6	11.1	11.1	27.8	21	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	13.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	30	100	15.4	57.7	23.1	3.8	42.3	26.2	31.4	I/S	I/S

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	79	100	9.2	32.9	23.7	34.2	57.9	30.2	35.7	97.4	95.9
Gender											
Male	42	100	7.3	31.7	19.5	41.5	61	30.6	37.4	97.1	95.7
Female	37	100	11.4	34.3	28.6	25.7	54.3	29.6	33.8	97.7	96.2
Racial/Ethnic Group											
White	63	100	6.5	30.6	21	41.9	62.9	45.2	49.2	97.4	96
African American	15	100	23.1	38.5	38.5	0	38.5	12.9	17	97.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.1	95.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	95.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.3	96.6
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	8	14	96	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10	21.9	N/A	96.1
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.8	24.4	95.9	96.1
Socio-Economic Status											
Subsided meals	24	100	19	33.3	28.6	19	47.6	17.4	21.1	96.6	95.4

Social Studies

All Students	77	100	9.6	31.5	23.3	35.6	58.9	24.2	34	97.4	95.9
Gender											
Male	36	100	5.9	35.3	23.5	35.3	58.8	25.1	36.6	97.1	95.7
Female	41	100	12.8	28.2	23.1	35.9	59	23.4	31.3	97.7	96.2
Racial/Ethnic Group											
White	64	100	6.6	29.5	24.6	39.3	63.9	34.3	44.5	97.4	96
African American	11	100	27.3	36.4	18.2	18.2	36.4	13.1	19.1	97.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.1	95.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	95.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.3	96.6
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	7.9	14.4	96	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	8.3	22.6	N/A	96.1
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	18.3	27.3	95.9	96.1
Socio-Economic Status											
Subsided meals	17	100	13.3	40	20	26.7	46.7	14.6	21	96.6	95.4

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	42	100	0	29.3	58.5	12.2	70.7
	4	44	100	4.7	41.9	46.5	7	53.5
	5	47	100	10.6	42.6	40.4	6.4	46.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	12.1	27.3	42.4	18.2	60.6
	4	36	100	2.9	45.7	45.7	5.7	51.4
	5	48	100	6.5	45.7	47.8	0	47.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	42	100	4.9	48.8	26.8	19.5	46.3
	4	44	100	9.3	39.5	34.9	16.3	51.2
	5	47	100	10.6	38.3	31.9	19.1	51.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	12.1	27.3	30.3	30.3	60.6
	4	36	100	2.9	48.6	20	28.6	48.6
	5	48	100	4.3	30.4	37	28.3	65.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	21	100	10	45	20	25	45
	4	44	100	20.9	23.3	30.2	25.6	55.8
	5	24	100	13	26.1	39.1	21.7	60.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	19	100	5.9	47.1	23.5	23.5	47.1
	4	36	100	5.7	28.6	28.6	37.1	65.7
	5	24	100	16.7	29.2	16.7	37.5	54.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	21	100	0	23.8	33.3	42.9	76.2
	4	44	100	4.7	39.5	25.6	30.2	55.8
	5	24	100	17.4	39.1	13	30.4	43.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	6.3	37.5	37.5	18.8	56.3
	4	36	100	11.4	25.7	20	42.9	62.9
	5	24	100	9.1	36.4	18.2	36.4	54.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A—Not Applicable

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